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ABSTRACT

This report summarizes activities provided in Ohio through Title I of the Elementary and Secondary Education Act during fiscal year 1981, and provides basic statistics and information on participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5 year trends. The programs funded include supplemental instruction for educationally disadvantaged children, special educational programs for migrant children, and supplementary services for handicapped, neglected, and delinquent children. Evaluation data indicate: that students in the Title I basic programs are making significant achievement gains in reading and mathematics; that the migrant education programs have helped younger migrant children to improve their basic skills and provided subject area instruction and vocational training for older students; that handicapped students in the program are provided with diverse instructional activities and services; and that supplementary instruction for delinquent and neglected children in State facilities has resulted in student gains in reading and mathematics. Some reasons for the success of Title I in Ohio are outlined, and recommendations for effective provision of future services are presented. The role of the State in providing and administering Title I services is briefly described. (Author/MJL)

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Title I in Ohio

16th Annual Evaluation
Title I, Elementary And Secondary Education Act.

Fiscal 1981

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Title I in Ohio

16th Annual Evaluation
Title I, Elementary and Secondary Education Act

Fiscal 1981

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Title I Helps Children

This 16th annual report provides a summary of recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes basic statistics for fiscal 1981 (the 1980-81 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Title I, the largest component of the Elementary and Secondary Education Act, authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Title I are funded on the premise that localities with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplemental instruction for such students.

Special provisions of Title I recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provisions of Title I also recognize the need for supplemental instruction to help handicapped, neglected, and delinquent children who attend school in state-operated facilities.

Pages 2 to 15 in this report explain the basic Title I services provided through Ohio's public school districts. Statistics for the current year and five-year trends clearly indicate that this program helps children become successful learners.

Pages 16 to 27 describe the special Title I services provided for the children of migratory agricultural workers and those handicapped, neglected, or delinquent children being educated in state-operated schools. Here also the statistics indicate the beneficial human impact of the supplemental services provided through federal aid to education.

Title I in Ohio is administered by the Ohio Department of Education, Division of Federal Assistance. A description of the state's leadership role is on page 28.

Basic Programs

Nearly all school districts in Ohio qualify for Title I funds and, except for a few with small allocations, most participate. In fiscal 1981, a total 602 of 615 districts operated Title I programs. This is consistent with the trend of 97 to 98 percent of all school districts using this source of funding.

Fiscal Year	Districts Participating	Percent of All Districts
1977	599	97%
1978	599	97
1979	602	98
1980	601	98
1981	602	98

The allocation for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

Grant awards to Ohio school districts for basic Title I for the last five years total over $348,000,000. Note that the amount for fiscal 1981 was slightly lower than that for 1980.

Fiscal Year	Grant Award
1977	$51,107,975
1978	57,263,893
1979	71,843,792
1980	84,609,916
1981	83,244,360

Title I is *forward funded*, a term meaning that the money approved for the fiscal year which begins in October is available for use during the school year which begins the next September. Provisions are also made for funds to be carried over and used the following year.

The rationale for forward funding and carryover is to provide school administrators with the flexibility needed to employ staff on a timely basis and to adjust to changes which occur during the school year.

During the past five years, with the exception of fiscal 1979, carryover funds have enabled districts to provide more instructional services than would have been provided by the grant award alone.

All basic program statistics which follow relate to actual expenditures of Title I funds rather than grant awards.

Five-Year Trends: Title I Expenditures

Fiscal Year	Current Funds	Carryover Funds	Total Expenditures
1977	$43,086,556	$11,103,243	$54,189,799
1978	52,371,578	9,619,739	61,991,317
1979	60,412,386	8,335,947	68,748,333
1980	74,675,344	11,642,053	86,317,397
1981	77,255,662	15,224,388	92,480,050

Student Participation

Most Title I activities in Ohio are conducted during the regular term and over half are directed toward serving children in grades one through three. The 602 school districts providing Title I instruction during the regular term served 143,756 students. The 13 districts having summer term instruction served 1,554 students. Of these students, 681 participated in both terms.

The grade level with the most participants was grade one with 29,027 students. Grade two ranked second with 25,248. Grades three and four followed with 21,893 and 20,903 respectively.

Very few school districts provide Title I services at the secondary level. On a combined basis, only 7 percent of all participants in fiscal 1981 were in grades seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, it indicates that priorities have been established in line with local needs assessment and current levels of funding.

1981 Title I Students

Grade Ranges	Regular Term		Summer Term		Either or Both Terms	
	Participants	Percent	Participants	Percent	Participants	Percent
PreK-K	11,198	8%	144	9%	11,334	8%
Grades 1-3	75,899	53	585	38	76,168	53
Grades 4-6	46,417	32	494	32	46,681	32
Grades 7-8	8,689	6	219	14	8,763	6
Grades 9-12	1,553	1	112	7	1,683	1
Totals	**143,750**	**100%**	**1,554**	**100%**	**144,629**	**100%**

On the average, 134,000 children were in Title I classes during each of the last five years. Regular term students are usually provided over 30 minutes of extra daily instruction for 33 or 34 weeks. Summer school students typically study under teacher guidance for an hour or two a day for six weeks.

Five Year Trends: Title I Students

Fiscal Year	Regular Term Only	Summer Term Only	Both Terms	Total
1977	115,803	3,791	5,450	125,044
1978	117,652	4,280	4,284	126,216
1979	120,817	3,537	5,912	130,266
1980	142,562	1,901	1,692	146,155
1981	143,075	873	681	144,629

Private school students who meet the selection criteria and who reside in qualified attendance areas are included in the planning for basic Title I programs and provided appropriate services. In fiscal 1981, a total of 6,866 private school students received Title I instruction. Of these students, 16 participated in both terms.

1981 Private School Students				
Grade Ranges	Regular Term		Summer Term	
	Participants	Percent	Participants	Percent
Kind.-grade 3	3,571	52%	12	43%
Grades 4-6	2,403	35	16	57
Grades 7-12	880	13		
Totals	**6,854**	**100%**	**28**	**100%**

During each of the past five years, an average of 5,900 private school students were helped by Title I teachers or tutors.

Five-Year Trends: Private School Students			
Fiscal Year	Regular Term	Summer Term	Either or Both Terms
1977	5,460	693	5,741
1978	5,517	693	5,887
1979	4,485	626	4,693
1980	6,040	839	6,412
1981	6,854	28	6,866

Local school districts receive extra Title I dollars to help students in homes for neglected or delinquent children. In fiscal 1981, a total of 2,396 such students were served. Of these, 211 participated both terms.

1981 Neglected and Delinquent Students				
Grade Ranges	Regular Term		Summer Term	
	Participants	Percent	Participants	Percent
Kind.-grade 3	221	11%	103	18%
Grades 4-6	264	13	151	26
Grades 7-12	1,539	76	329	56
Totals	**2,024**	**100%**	**583**	**100%**

The trend is to serve about 80 percent of the neglected and delinquent participants during the regular term, 30 percent in the summer, and 10 percent both terms.

Five-Year Trends: Neglected or Delinquent Students			
Fiscal Year	Regular Term	Summer Term	Either or Both Terms
1977	1,828	520	2,113
1978	1,670	837	2,257
1979	1,635	671	2,106
1980	2,242	772	2,666
1981	2,024	583	2,396

Instructional Areas

Reading instruction is almost always identified as the most crucial area of need. Participants are students who score at or below the 33rd percentile on a standardized achievement test. First priority for instruction is given to children most in need of additional help. In fiscal 1981, nearly 127,000 students were involved during the regular term and over 1,100 during the summer.

The usual procedure is for groups of four or five students to leave their regular classroom for 30 to 35 minutes a day and meet with a Title I teacher in a separate room. Instruction is geared to a level where each child can be successful.

Math instruction, the second-ranked area of need, is usually conducted in a small group setting similar to that for reading. Over 15,000 students participated during the regular 1980-81 school year, but less than 800 in the summer.

In a few instances, the district determines the need for extended-day kindergarten or preschool education for children under six. As noted, over 3,700 youngsters were involved during the 1980-81 regular term.

Percentages of participants in each instructional area provide a perspective beyond that of numbers. Eighty-eight percent of the 143,756 regular term participants received reading instruction. During the summer term, 73 percent of the 1,554 participants were in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 11 percent were involved in the regular term while 48 percent participated in the summer.

1981 Title I Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 143,756 Participants	Participants in Area	Percent of All 1,554 Participants
Reading	126,968	88%	1,161	73%
Mathematics	15,531	11	742	48
Preschool education	3,739	3	6	
Other*	1,104	1	127	8

*Almost entirely tutorial services for neglected and delinquent children who reside in institutions.

Through the years, the extra instruction provided by Title I has emphasized improvement of basic reading and mathematics skills. Percentages of all participants involved in these and other instructional areas reflect this trend.

Five-Year Trends: Participation by Instructional Areas

Instructional Areas	Percent of All Regular Term Participants					Percent of All Summer Term Participants				
	1977	1978	1979	1980	1981	1977	1978	1979	1980	1981
Reading	87%	88%	89%	89%	88%	89%	91%	81%	80%	73%
Mathematics	9	9	8	10	11	70	67	75	54	48
Preschool education	4	4	4	3	3	3	1	1		
Other*	1	1	1		1	3	2	3	3	8

* Mostly tutorial services for neglected and delinquent children residing in institutions.

Impact of Reading Instruction

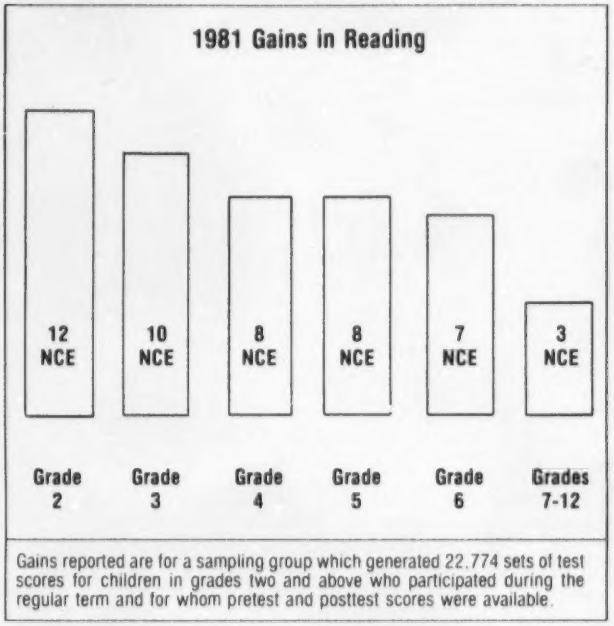
To evaluate the effectiveness and impact of Title I reading instruction, each local school uses standardized tests to check students' skills when they begin instruction and again when instruction ends. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting measures academic gains which can be attributed to extra instruction provided by Title I. To interpret the data, the reader should understand the following:

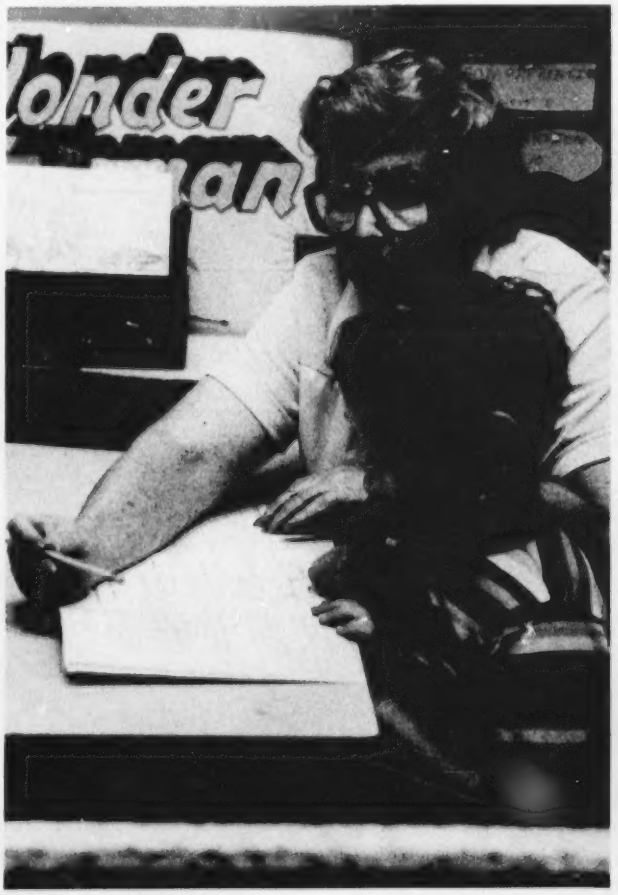
- ► This evaluation model is designed for students in grades two and above. Younger children are tested when instruction begins and ends, but NCE gains below grade two are not included in this report.
- ► Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- ► With only regular classroom instruction, children are expected to maintain their own position relative to other children in the class—that is, make no NCE gains.
- ► With extra Title I instruction, children are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant. As the graph above indicates, second graders in Ohio who received Title I reading instruction in 1981 were five units above this rate. This gain, and that of third graders, is especially significant since larger numbers of younger students are served. Average gain for all students was 10 NCEs.

The extra instruction provided by Title I annually helps over 120,000 youngsters improve their basic reading skills. Stated another way, about nine of ten participants are selected for Title I instruction because of reading deficiencies.

During the past five years, average gains in reading have consistently been at or above the 7 NCEs considered significant. These gains are especially impressive in light of Ohio's policy of limiting Title I participation to children who score at or below the 33rd percentile on a standardized test. The only exception is the minimal gains made by a small sample group of grades 7-12 students in 1981.



Gains reported are for a sampling group which generated 22,774 sets of test scores for children in grades two and above who participated during the regular term and for whom pretest and posttest scores were available.



Five-Year Trends: Gains in Reading

Fiscal Year	Average NCE Gain by Grade Level						Average for All Levels
	2	3	4	5	6	7-12	
1977	14	11	8	8	7	9	11
1978	15	10	9	9	8	9	12
1979	13	13	12	11	9	9	12
1980	15	11	9	9	9	8	11
1981	12	10	8	8	7	3	10

Impact of Mathematics Instruction

Results on standardized tests are also used to evaluate the effectiveness of Title I mathematics instruction. The system for reporting is the same as that used for reading.

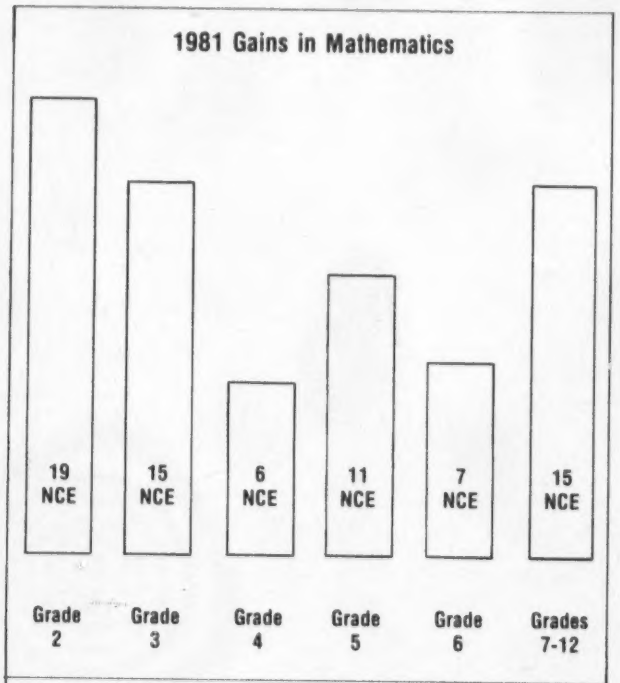
As 1981 gains in mathematics are studied, keep in mind that there were only 15,531 regular term participants in this area compared with 126,968 in reading.

Note that participants at several grade levels averaged gains twice that considered significant. The average gain for all students combined was 10 NCEs.

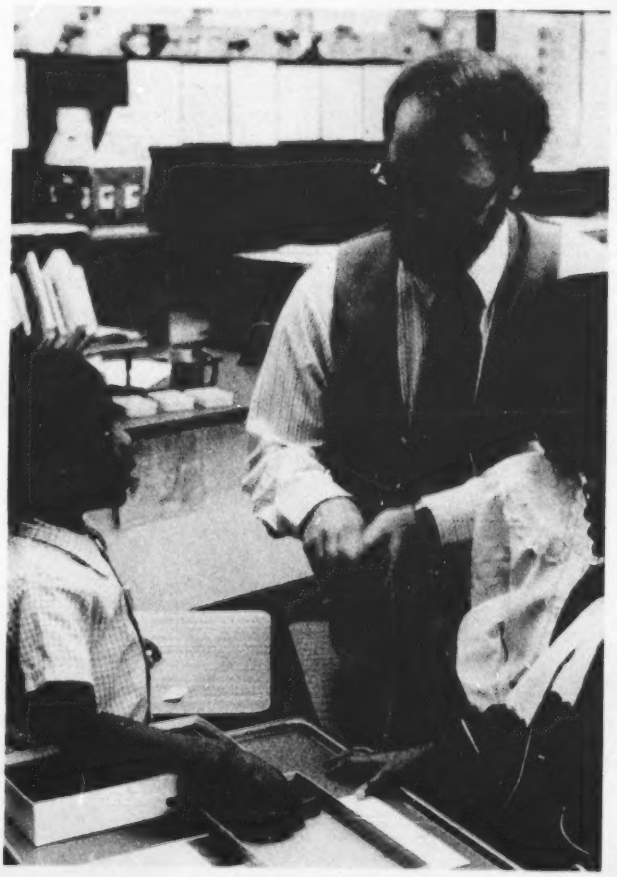
During the past five years, about one of every ten Title I participants received extra math instruction. Gains tend to run much higher than those for reading. Also, because of the small numbers of students involved in mathematics, gains tend to fluctuate more than in reading.

Five-Year Trends: Gains in Mathematics

Fiscal Year	Average NCE Gain by Grade Level						Average for All Levels
	2	3	4	5	6	7-12	
1977	18	16	15	14	11	10	14
1978	17	17	18	16	13	8	15
1979	22	18	26	22	23	10	22
1980	15	15	16	14	14	11	15
1981	19	15	6	11	7	15	10



Gains reported are for a sampling group which generated 4,148 sets of test scores for children in grades two and above who participated during the regular term and for whom pretest and posttest scores were available.



Expenditure Patterns

People trying to understand the size and scope of Title I want to know when and how the money is spent.

In Ohio nearly all expenditures are made during the regular school year. Less than one-half of one percent is used during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is obvious. Expenditures during the summer term are more diversified with noticeable percentage increases in mathematics and in the "other" category, which is primarily tutoring services provided for neglected and delinquent children in institutions.

1981 Title I Instructional Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Reading	$76,874,605	83%	$139,076	77%	$77,013,681	83%
Mathematics	9,296,743	10	31,726	18	9,328,469	10
Preschool education	4,667,974	5			4,667,974	5
Other*	1,460,797	2	9,129	5	1,469,926	2
Totals	**$92,300,119**	**100%**	**$179,931**	**100%**	**$92,480,050**	**100%**

*Supportive services and tutoring for neglected and delinquent children residing in institutions.

The trend for Title I in Ohio, not only for the last five years but for the previous eleven, has been to concentrate expenditures on the improvement of reading skills. Secondary emphasis has consistently been on the improvement of math skills. The only other significant area is preschool education.

Five-Year Trends: Expenditures by Instructional Areas

Instructional Areas	1977	1978	1979	1980	1981
Reading	81%	82%	84%	85%	83%
Mathematics	10	9	9	10	10
Preschool education	8	7	6	5	5
Other*	1	2	1		2

*Supportive services and tutoring for neglected and delinquent children residing in institutions.

1981 Title I Function Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Salaries and fringe benefits	$86,370,438	93%	$165,228	92%	$86,535,666	93%
Instructional materials, supplies, and equipment	2,472,779	3	11,145	6	2,483,924	3
Supportive services	3,456,902	4	3,558	2	3,460,460	4
Totals	**$92,300,119**	**100%**	**$179,931**	**100%**	**$92,480,050**	**100%**

Expenditures can also be categorized by their use for salaries, fringe benefits, instructional materials, supplies, equipment, and supportive services. As indicated here and on the following page, most of the money is used to employ teachers, aides, and tutors who work directly with children. In contrast, less than one-half of one percent is used for equipment.

Five-Year Trends: Expenditures by Function Areas					
Function Areas	1977	1978	1979	1980	1981
Salaries and fringe benefits	94%	93%	94%	92%	93%
Instructional materials, supplies, and equipment	3	3	3	4	3
Supportive services	3	4	3	4	4

Another way to look at expenditures is by average cost per student receiving extra instruction during the regular term, summer term, or both. In fiscal 1981, the 143,756 children in regular term activities only were served at an average cost of $642 each, or about $3.77 a day. In the summer of 1981, the average cost for each of 1,554 students was $116, or about $3.87 a day.

During the past five years, average participant expenditures have increased at a rate much less than the rate of inflation.

Average Participant Expenditures			
Fiscal Year	Regular Term	Summer Term	Both Terms
1977	$441	$ 75	$516
1978	503	83	586
1979	536	83	619
1980	595	132	727
1981	642	116	758

Staff Positions

Ninety-three percent of all Title I expenditures in 1981 were for salaries and related costs. Who received these salaries and what services did they provide to students? An overview of staff positions provides a general answer.

A total of 3,688 teachers, some of whom worked as tutors, were employed during the regular term and 126 worked during the summer. The average regular term teacher met with eight groups of five children daily. In the summer, the typical teacher met with two or three groups of four to eight children. Tutors often work one-to-one with youngsters who have more serious or unique academic needs.

1981 Title I Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers/tutors	3,043	645	3,382	123	3	125
Teacher aides	991	239	1,112	6		6
Coordinators, supervisors, directors	63	212	139	2	1	2
Counselors/psychologists	6	17	12			
Secretaries	49	205	97	15	2	15
Other supportive	130	264	171	6	2	6
Totals	**4,282**	**1,582**	**4,913**	**152**	**8**	**154**

Title I teachers are sometimes assisted by aides. In 1981, a total of 1,230 aides assisted Title I teachers during the regular term. In the summer, only six served in similar staff positions.

During the regular term, 91 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer—when more supportive staff must be provided—85 percent of the positions were filled by teachers, tutors, and aides.

The effectiveness of Title I depends on concentrated, direct instruction of children. Between 1977-1981, the average regular term Title I teacher met with 37 to 43 children per day with four or five per class. During the summer, when morning only sessions are typical, the average teacher met with 12 to 15 children per day with six to eight per class.

Five Year Trends: Title I Staff Positions

Staff Positions	Regular Term					Summer Term				
	1977	1978	1979	1980	1981	1977	1978	1979	1980	1981
Teachers/tutors*	2,996	3,126	3,449	3,679	3,382	741	562	664	274	125
Participants	121,253	121,936	126,729	144,254	143,756	9,241	8,564	9,449	3,593	1,554
Average pupil-teacher per day ratios	39-1	39-1	37-1	39-1	43-1	12-1	15-1	14-1	13-1	12-1
Average pupil-teacher class size ratios	5-1	5-1	4-1	5-1	5-1	6-1	8-1	7-1	7-1	8-1

*Full-time equivalent

Inservice Education

The teachers, tutors, aides, and others who are responsible for helping Title I participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Title I teachers have masters degrees and numerous years of successful teaching experience, inservice education is considered an important Title I activity.

In 1981, a total of $290,206 was used to provide inservice education for 4,501 of the persons who held Title I staff positions. An additional 919 other staff members who worked with Title I participants also had the opportunity to improve their skills and understanding through these inservice activities.

In some instances, inservice is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive inservice education.

1981 Title I Inservice Participants	Title I Staff	Other Staff
Teachers/tutors	3,203	415
Teacher aides	865	127
School administrators	268	201
Curriculum specialists	29	34
Others	136	142
Totals	**4,501**	**919**

Parent Advisory Councils

Title I regulations require each school district to have a district Title I parent advisory council. If Title I instruction is provided in more than one building, separate school councils are usually required.

The size of the district council ranges from 10 or less to over 100. A majority of the members must be parents of children currently participating in Title I. Other members include parents of children who participated in previous years, community representatives, and other interested persons.

Involvement of parents in an advisory role significantly increases the effectiveness of Title I. Council members review applications prior to annual submission to the state department of education, make recommendations for improving Title I activities as they relate to the needs of children, and continue to serve throughout the year in a variety of ways. Typical roles include working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers within the school.

During fiscal 1981, a total of 2,031 district council meetings were held in the 602 districts receiving Title I funds. Membership totaled 8,172 persons. Another 5,007 meetings were held at the school level. Membership totaled 26,177. In addition to local school and district meetings, council members are encouraged to organize and attend county or multidistrict meetings.

1981 Council Membership	District Councils	School Councils
Parents of public school participants	6,982	20,933
Parents of private school participants	385	1,955
Parents of eligible but unserved children	294	1,680
Community representatives, other interested persons	511	1,609
Totals	**8,172**	**26,177**

Annual district council membership for the last five years has averaged over 9,000 parents and other interested persons. The apparent decline for 1980 and 1981 reflects better criteria for reporting elected members only.

School council membership has increased significantly since 1977. Reasons include dedicated efforts by Title I teachers and building principals to reach parents and convince them of the importance of council activities in relation to their children's academic achievements.

Five-Year Trends: Council Membership		
Fiscal Year	District Councils	School Councils
1977	8,911	16,645
1978	9,055	20,746
1979	10,176	22,950
1980	9,144	25,217
1981	8,172	26,177

Other Parent Involvement

The major goal of all parent involvement related to Title I is improved student achievement. As would be expected, involvement extends far beyond advisory council roles.

Parents of all Title I participants are encouraged to meet with Title I teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

Parents (whether council members or not) frequently visit their own child's Title I class, help make instructional games for use at school or at home, attend meetings with guest speakers, and help out as volunteer tutors, storytellers, and monitors.

Teachers also visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

One noticeable change in parent involvement in the past five years has been a shift in emphasis from home visits to conferences at the school with Title I staff members.

1981 Type of Involvement	Parents
Individual conferences with Title I staff members	91,239
Classroom visits by parents	33,739
Group meetings (in addition to council meetings)	24,900
Home visits by Title I staff members	14,715

Five-Year Trends: Other Parent Involvement

Fiscal Year	Individual Conferences	Classroom Visits	Group Meetings	Home Visits
1977	76,801	30,241	28,969	19,151
1978	78,776	31,729	29,460	16,401
1979	91,857	31,641	32,058	13,131
1980	94,018	33,808	28,948	14,798
1981	91,239	33,739	24,900	14,715

Title I Basic Programs:

Title I helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicate that thousands of children are helped annually and permanently.

The following list provides supportive evidence and a summary of Title I operations during fiscal 1981 (the 1980-81 school year and the summer which followed).

- ► Of Ohio's 615 school districts, 602 or 98 percent conducted Title I programs.
- ► Local school districts spent $92,480,050 to provide Title I instruction for 144,629 educationally disadvantaged children.
- ► Most Title I activities were in the regular school term, during which 99 percent of the participants received instruction and nearly all expenditures were made.
- ► Ninety-three percent of the students receiving Title I instruction were in grade six or below. The greatest concentration of pupils, 67 percent, was in grades one through four.
- ► Highest priority for Title I services is given to reading. Eighty-eight percent of all regular term participants and 73 percent of all summer term participants received instruction in this area.
- ► Title I participants are making significant achievement gains. Students receiving extra instruction in reading gained an average of 10 NCEs (the normal curve equivalent unit of measure especially designed to measure Title I progress). Students receiving mathematics instruction also gained an average of 10 NCEs. (A gain of 7 is considered significant.)
- ► Eighty-three percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and preschool education, with ten and five percent respectively.
- ► Ninety-three percent of all expenditures for the year were for staff salaries and related fringe benefits.
- ► School districts hired 3,382 teachers or certificated tutors, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, districts hired 125 teachers on a full-time equivalent basis.
- ► Parent advisory councils are an integral part of Title I. A total of 7,661 parents served on district councils and 24,568 were on building councils.

Summary of Successes

Several reasons for the success of Title I in Ohio through the years are apparent:

- ► Provision of concentrated instructional services for selected educationally disadvantaged children.
- ► Emphasis on needs assessment and diagnostic-prescriptive instruction.
- ► Concentration on improvement of basic reading and math skills.
- ► Coordination of Title I and classroom instruction.
- ► Reliance on building principals as instructional leaders.
- ► Meaningful involvement of parents in advisory roles.

Title I is working in Ohio, but much more must be done if the instructional needs of eligible children are to be met in the future. Several courses of action by school administrators are recommended:

- ► Continue to use available funds prudently.
- ► Encourage teachers, principals, and parents to work together to plan and carry out Title I instructional activities.
- ► Urge teachers to continue developing personalized instructional plans for each child receiving Title I help.
- ► Seek ways to motivate more children to improve their reading skills.
- ► Continue to involve parents in meaningful advisory roles.
- ► Convince legislators and the public through the development of effective publications, audiovisual presentations, and speaking engagements that Title I helps children.

Concerned parents and educators must also convince the President, members of Congress, and other governmental officials that:

- ► Title I helps thousands of children annually to improve their reading skills and to be successful in school.
- ► Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- ► Children who aren't helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future and cost more in tax dollars instead of less.
- ► Local school districts and states cannot solve educational problems alone. *Federal aid for areas of special need is essential.*

Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act.

Annual grant awards to the state are based on a count of school-age children and the number of days they are in Ohio. Recruiters locate families as they move from state to state and community to community, have information about numbers of children sent to the national Migrant Student Transfer Record System, and tell parents about the educational services provided through Title I.

The table below reflects the number of children counted for the past five years and the grant awards.

Ohio Child Count and Funds

Fiscal Year	Children Age 0-21	Grant Award
1977	7,406	$1,489,974
1978	7,228	1,494,770
1979	5,695	1,488,656
1980	5,615	1,712,154
1981	5,400	1,712,154

School districts which anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Allocations and budgets are based on the number of students expected and the services to be provided. If enrollments run higher or lower, adjustments are made.

In fiscal 1981, twenty-six Ohio school districts conducted programs and 2,860 children participated. Enrollment was down 11 percent from that of fiscal 1980. Reasons for the decline included increased use of mechanical tomato harvesters and employment of fewer migrant laborers. The only major crop which was hand-harvested in 1981 was pickles.

Districts and Participants

Fiscal Year	Districts	Participants
1977	30	5,791
1978	31	5,078
1979	28	3,872
1980	29	3,203
1981	26	2,860

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during the months of July and August. Many families stay until the first frost in late September or early October. Enrollment for the last five years illustrates these trends.

Enrollment by Seasons of the Year

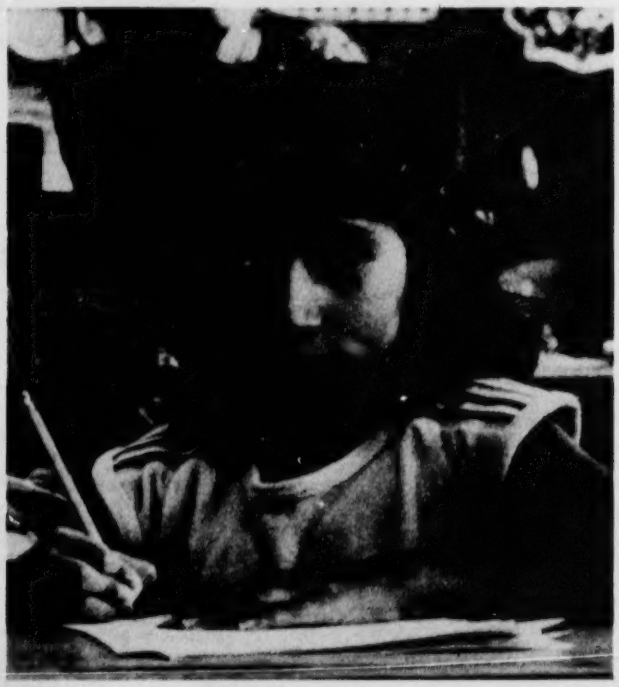
Season	1977	1978	1979	1980	1981
Spring	172	261	82	133	128
Summer	3,323	3,243	2,259	2,382	1,905
Fall	2,416	2,120	1,899	1,622	1,429

Over 60 percent of the migrant youngsters receiving Title I instruction are usually enrolled in grades one through six. About 20 percent are in preschool or kindergarten. The remainder are in grades seven through twelve.

Enrollment by Grade Ranges				
Fiscal Year	PreK-K	1-3	4-6	7-12
1977	21%	33%	28%	18%
1978	22	35	27	16
1979	22	36	26	16
1980	23	36	25	16
1981	19	35	27	19

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children use Spanish as their native language. Improvement of reading and math skills is also emphasized. The same student often receives instruction in more than one subject area, especially during the summer.

Elementary Instructional Areas			
Subject Areas	Percent of 1981 Enrollment		
	Spring	Summer	Fall
Oral language	36%	83%	53%
Reading	36	82	59
Mathematics	36	85	49



At the secondary level during the spring and fall, migrant students have the same course choices as local students. Title I emphasis is on tutoring and pullout classes as needed. During the summer, both academic and vocational subjects are offered. Several school districts schedule summer evening classes so that older students can both work and attend school.

Secondary Instructional Areas			
Subject Areas	Percent of 1981 Enrollment		
	Spring	Summer	Fall
Tutoring/pullout classes	100%		100%
English/ESL		42%	
Mathematics		28	
Vocational		38	
Other		31	

About 84 percent of Title I funds for migrant education is used for staff salaries and fringe benefits. Because of the nature of migrant education, supportive expenses tend to run higher than in other Title I programs. During the summer months, pupil transportation, food, and health services are provided. Other supportive services include student recruitment and transmission of health and educational information to a national data bank.

Expenditures by Function Areas

Function Areas	1977	1978	1979	1980	1981
Staff salaries, fringe benefits	85%	84%	85%	84%	83%
Instructional materials, supplies, equipment	3	3	3	4	2
Supportive services	12	13	12	12	15

Since 1979, parent involvement requirements for migrant education have been similar to those for basic Title I. School councils are formed in each participating district. Beyond these, a state-level council serves in a role similar to that of district councils for basic Title I programs. In earlier years, parent councils for migrant education were encouraged but not required.

Other types of involvement by migrant parents include recruitment assistance, conferences with teachers about their own children, and attendance at open house events.

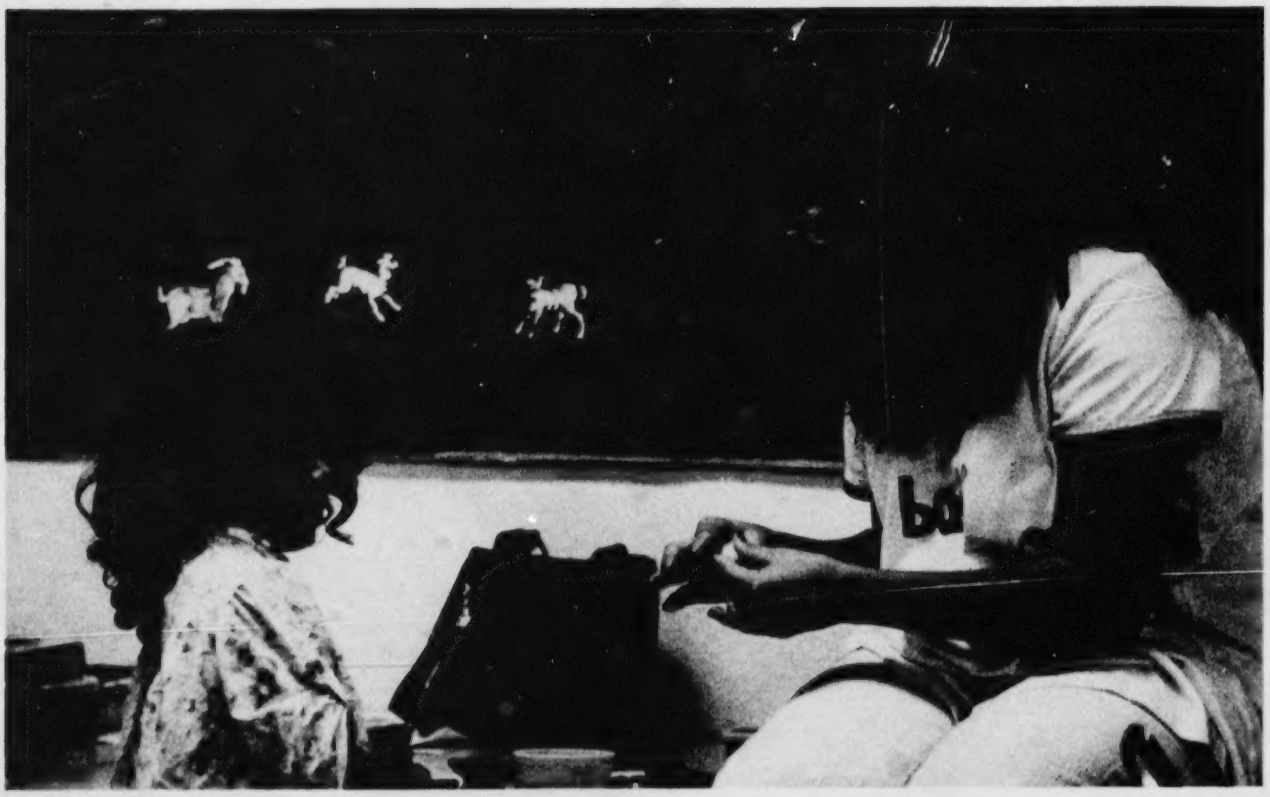
Parent Involvement

Type of Involvement	Term	1977	1978	1979	1980	1981
Advisory council membership	Spring			2	13	7
	Summer	49	50	113	138	155
	Fall	30	23	70	103	96
Recruitment assistance	Spring	12	15	12	14	10
	Summer	96	120	25	40	103
	Fall	63	77	34	22	20
Individual conference	Spring	2	12	7	4	
	Summer	226	517	96	172	147
	Fall	187	72	114	138	149
Open house	Summer	1,529	1,436	789	1,018	965
	Fall	34	50	14	80	55

Title I for Migrant Children: Summary of Successes

Fiscal 1981 highlights and successes of migrant education in Ohio include the following:

- About 91 percent of the 2,860 participants were interstate travelers, most with home base addresses in Texas or Florida. The parents of about nine percent were former migrants who have permanently settled in Ohio within the last five years. Less than one percent were from families who traveled within the state to obtain agricultural employment.
- During the summer months when regular schools were not in session, districts operated special migrant schools. In the spring and fall, both elementary and secondary migrant children spent most of the day in regular classrooms. Those who needed extra assistance were "pulled out" for extra instruction which was tutorial in nature.
- Emphasis was on instruction which helps younger students improve their basic skills in oral language, reading, and mathematics. Older students studied in subject areas ranging from English to welding or auto mechanics.
- The five districts enrolling over 150 migrant students during the summer were Elmwood, Findlay, Fremont, Old Fort, and Pike-Delta-York. Four districts—Eastwood, Fremont, Old Fort, and Woodmore—served over 100 students in the fall.
- Two districts provided year-round programs, with 67 students enrolled in Fremont and 50 in Toledo.
- During the summer, 123 high school students earned one quarter or more units of credit which were transferred to the high school of their choice in Texas, Florida, or wherever they plan to graduate. During the fall, 39 students had credits transferred.
- The state migrant education center provided consultant services, developed instructional and recruitment materials, and distributed media resources.
- State-sponsored workshops were held for various groups including administrators, teachers, transfer record clerks, recruiters, and nurses.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive information about migrant children living in Ohio.
- A state-level parent advisory council met three times. Members included two active migrants, three former migrants, a farmer, a processor, and two state government officials.



Special Programs for Handicapped Children

Another of the three special sections of Title I provides supplementary funds to meet important educational needs of handicapped children in state-operated schools. In Ohio, during each of the past five years, an average of 6,900 children have been helped through this source of federal aid to education.

The reduction in participants from 1977 to 1981 reflects declining populations in residential institutions and provision of more services through local schools. The gradual grant award increases enabled school officials to keep pace with inflation-related costs and to provide more effective services to the youngsters selected for Title I activities.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1977	98	7,637	$5,560,236
1978	98	6,883	6,175,712
1979	100	6,915	6,788,169
1980	102	6,731	7,331,154
1981	98	5,885	6,993,862

In fiscal 1981, the Ohio Department of Mental Retardation and Developmental Disabilities provided Title I services to 5,341 youngsters. Participants enrolled in two types of special-purpose schools were involved:

- Eighty-seven day schools for trainable mentally retarded children. (These schools are operated by county boards under the auspices of the state agency.)
- Eight schools for mentally retarded children residing in in state institutions—Apple Creek, Broadview, Columbus, Gallipolis, Mt. Vernon, Northwest Ohio, Orient, and Warrensville.

The Ohio Department of Mental Health provided Title I services in four residential schools for emotionally disturbed children. A total of 236 students benefited at Central Ohio Adolescent Center and at Dayton, Millcreek, and Sagamore Hills psychiatric hospitals.

The Ohio Department of Education operates two residential schools for handicapped children—the State School for the Blind and the Ohio School for the Deaf. In fiscal 1981, these schools provided Title I services to 308 students.

Eighty-six percent of the handicapped children in Ohio who received services through the state agency provisions of Title I lived at home and were bused to a school in the county of residence. The others attended school on the premises of the state facility where they permanently or temporarily lived.

Title I Participants by Type of School

Type of School	1977	1978	1979	1980	1981
Mentally retarded — day schools	6,069	5,797	5,647	5,637	5,072
Mentally retarded — residence schools	714	337	450	431	269
Emotionally disturbed — residence schools	284	261	332	282	236
Deaf/hearing impaired — residence school	388	333	345	249	187
Blind/visually handicapped—residence school	182	155	141	132	121
Totals	**7,637**	**6,883**	**6,915**	**6,731**	**5,885**

Special Title I funds for handicapped children are used to provide educational services that supplement those provided by state and other federal funds. An assessment of instructional needs often leads to a provision of services for children who are under or above the traditional school ages of six through seventeen. Information about the age ranges has not been reported consistently in recent years, but the data clearly indicate that a trend to include services for those under age six and above seventeen is emerging.

Fiscal Year	Participants by Age Ranges		
1977	40%—Age 9 or under	52%—Age 10-18	8%—Age 19-21
1978	51%—Age 9 or under	42%—Age 10-18	7%—Age 19-21
1979	23%—Age 5 or under	64%—Age 6-18	13%—Age 19-21
1980	26%—Age 5 or under	59%—Age 6-17	15%—Age 18-21
1981	27%—Age 5 or under	56%—Age 6-17	17%—Age 18-21

Ninety-eight percent of all funds made available in fiscal 1981 through state agency provisions of Title I for handicapped children were used for instructional salaries, fringe benefits, or contracted personal services. The remainder was split as indicated below.

Expenditures by Function Areas

Function Areas	1977	1978	1979	1980	1981
Salaries, fringe benefits, contracted personal services	94%	99%	99%	99%	98%
Instructional materials, supplies, equipment, supportive services	6	1	1	1	1
Administration	*	*	*	*	1

*Estimated 1-1.5%, mostly in salaries for 1977-1980.

Instructional activities and services for handicapped children are quite diversified. The percentages of Title I dollars used in fiscal 1981 for certain types of classes or services provide an overview of the manner in which educational needs are being met through this source of funding.

1981 Expenditures by Instructional or Service Areas	
Preschool; early childhood training; infant stimulation	24%
Developmental classes for children with severe and profound disabilities	20
Classes for multihandicapped children	20
Physical therapy; mobility training; physical development	6
Speech and hearing therapy; language development	7
Occupational therapy to promote body control, balance, and functional independence	4
Prevocational training; work-study classes	4
Home training; parent involvement	4
Other instructional or service areas	11

Another way to look at the impact of Title I funding for handicapped children is through the typical services being provided within each of the types of schools.

The schools operated by county boards serve the most children and, as would be expected, their Title I services were the most diversified. Services for preschoolers, extra developmental classes for children with severe and profound disabilities, and classes for school-age multihandicapped children were typical priorities in fiscal 1981.

Institutionalized mentally retarded children were served through extra developmental classes, physical development activities, and supplemental services.

Title I instruction for hospitalized emotionally disturbed children was directed toward improvement of reading and math instruction and vocational awareness.

Students at the Ohio School for the Deaf were provided work-study classes, occupational therapy, and counseling.

Title I at the State School for the Blind included orientation and mobility training and improvement of daily living skills.

Many schools recognize a need to provide more occupational and physical therapy services. Expenditures, however, were lower than budgeted because certificated therapists and trained aides were not always available.

Title I for Handicapped: Summary of Successes

Because of the severity of handicaps and diversity of Title I services, statistics related to specific types of student progress are not compiled at the state level. Typical achievements are learning such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with teachers and parents.

Parents are involved in decisions related to placement of the child and types of instructional services to be provided. In some instances, home trainers or teachers help parents learn ways to cope with the child's deficiencies and to reinforce skills learned at school.

Title I funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.

In summary, severely handicapped children have a right to appropriate educational services and Title I is one piece of legislation which addresses this need.

Special Programs for Neglected and Delinquent Children

Separate provisions of Title I also provide funds for improved educational opportunities for neglected and delinquent children who attend state agency schools. The Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home receive funds and conduct Title I programs.

During fiscal 1981 the Ohio Department of Youth Services, as the former Ohio Youth Commission is now known, used Title I funds to help 694 delinquent youngsters in nine schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included speech and hearing therapy.

The Ohio Department of Rehabilitation and Corrections provided supplemental reading and math instruction to 552 sixteen- through twenty-year-olds serving terms at Lebanon Correctional Institution, Mansfield Reformatory, or the Ohio Reformatory for Women at Marysville. Supportive services included educational counseling and staff development.

The Ohio Veterans' Children's Home in Xenia provided 94 residents with extra reading and math instruction. Supportive activities included psychiatric services, tutorial assistance, and speech and hearing therapy.

During each of the last five years, over one million dollars in Title I funds have been used to provide extra instruction to over 1,300 neglected and delinquent children, nearly all of whom were wards of the state or the courts.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1977	13	1,689	$1,016,371
1978	13	1,396	1,184,262
1979	14	2,231	1,205,061
1980	13	1,369	1,370,301
1981	13	1,340	1,244,522

The number of Title I participants served each year tends to vary in line with the number of children committed to agency care.

Title I Participants by State Agency

Agency	1977	1978	1979	1980	1981
Ohio Department of Youth Services	1,205	944	1,713	746	694
Ohio Department of Rehabilitation and Corrections	358	370	438	545	552
Ohio Veterans' Children's Home	126	82	80	78	94
Totals	**1,689**	**1,396**	**2,231**	**1,369**	**1,340**

Over 90 percent of all expenditures regularly go for instrucational salaries, personal service contracts, and fringe benefits. The remainder goes for instructional resources and supportive services.

Expenditures by Function Areas

Function Areas	1977	1978	1979	1980	1981
Salaries, fringe benefits, personal service contracts	95%	96%	97%	94%	93%
Instructional materials, supplies, equipment, supportive services	5	4	3	6	5
Administration	*	*	*	*	2

*Estimated 1-2%, mostly in salaries for 1977-1980.

Expenditures can also be categorized by instructional areas. During each of the past five years, over 50 percent of all available funds were used to improve reading skills. Another 35 to 43 percent of the expenditures were for mathematics instruction.

Expenditures by Instructional Areas

Instructional Areas	1977	1978	1979	1980	1981
Reading	50%	51%	54%	51%	61%
Mathematics	38	39	43	43	35
Other*	12	10	3	6	4

*Includes tutorial services and speech and hearing therapy.

Seventy-five percent of the 1,340 participants in fiscal 1981 received extra instruction in reading. To evaluate academic progress, standardized tests were used to check students' skills when they began instruction and again when instruction ended.

Outstanding success was reported in reading with 73 percent of the students gaining 15 months or more for each 10 months of instruction. These results were even more encouraging than those for the previous four years when between 57 and 70 percent of these "difficult to teach" youth made similar improvements.

Academic Progress in Reading
Per Ten Months of Instruction*

Degree of Improvement	1977	1978	1979	1980	1981
Marked improvement (15 months or more gain)	57%	59%	65%	70%	73%
Improvement (10-14 months gain)	11	8	10	8	8
Some improvement (5-9 months gain)	9	6	10	7	7
Little or no gain (4 months or less gain)	23	27	15	15	12
Number of students	1,595	1,245	1,425	1,050	1,004

*Based on standardized test scores and prorated as necessary.

Sixty-six percent of the 1,340 participants received extra instruction in mathematics instead of, or in addition to, extra reading instruction.

Effectiveness of this instruction was evaluated in the same manner as reading instruction. During 1981, the extra mathematics instruction enabled 72 percent of 887 students to gain one and a half months or more for each month of instruction. This compares with similar gains by 55 to 67 percent of the students in the previous four years.

Academic Progress in Mathematics
Per Ten Months of Instruction*

Degree of Improvement	1977	1978	1979	1980	1981
Marked improvement (15 months or more gain)	58%	62%	55%	67%	72%
Improvement (10-14 months gain)	13	8	9	8	8
Some improvement (5-9 months gain)	11	5	11	4	7
Little or no gain (4 months or less gain)	18	25	25	21	13
Number of students	1,436	1,130	1,072	780	887

*Based on standardized test scores and prorated as necessary.

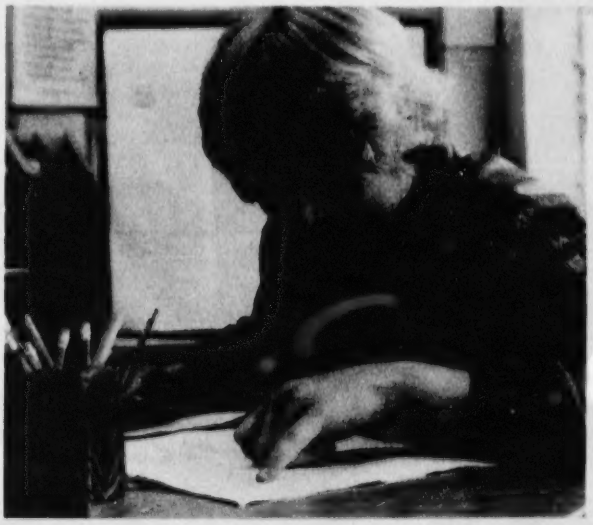
Title I for Neglected and Delinquent Children: Summary of Successes

Most neglected and delinquent youths who are housed or confined in state facilities which operate their own schools desperately need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Title I funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather than provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Title I in Ohio. Other highlights include:

- Individual students who need extra help with basic reading or mathematics skills are identified, their academic needs assessed, and appropriate instruction provided.
- Instruction funded through Title I supplements the instruction provided by the state to all students being educated under similar circumstances.
- Evaluation data indicates that over 70 percent of the youngsters receiving extra reading and mathematics instruction in fiscal 1981 made one month or more gain for each month of instruction. To appreciate the significance of these gains, keep in mind that most of these students had poor or failing grades in previous school settings.
- Title I funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.



State Leadership

All Title I funds are channeled through state departments of education. The Division of Federal Assistance, which was created within the Ohio Department of Education in 1965, administers Title I in Ohio. Through the years, a staff of 15 to 18 experienced school administrators and educational consultants has helped local school districts and state agencies to insure the delivery of concentrated and effective instructional services to children.

Major services provided by the Division of Federal Assistance to local school districts and to state-operated schools eligible for funds are:

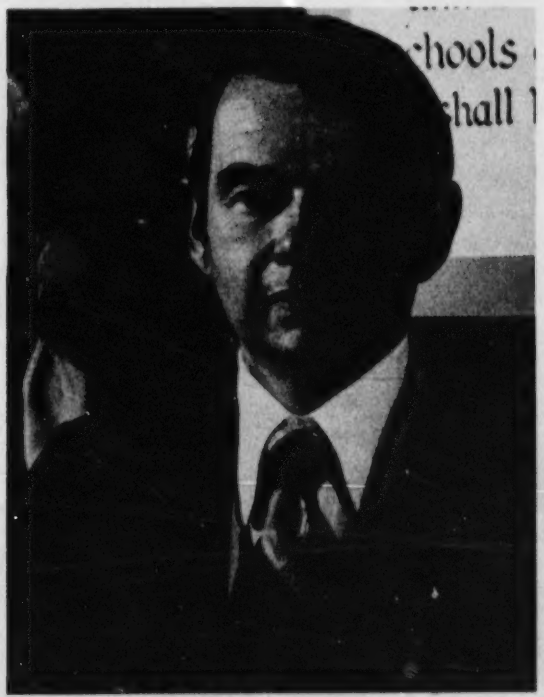
- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) meetings with local staff and parent advisory councils; (4) state and regional workshops and meetings; and (5) publications, audiovisual presentations, and speaking engagements.

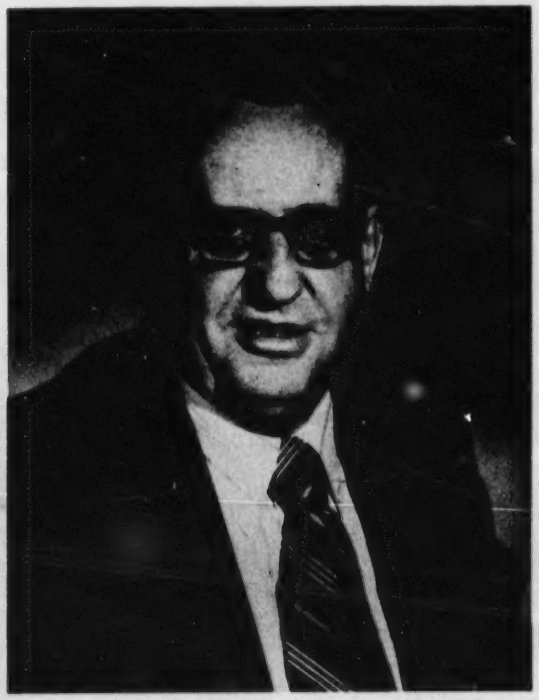
During fiscal 1981, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a two-day conference for Title I parent advisory council members and school employees with parent involvement responsibilities; a meeting for new Title I coordinators and school treasurers; several meetings for federal program directors from large districts; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Guidelines for Title I require the state educational agency to disseminate pertinent information. The Division of Federal Assistance distributes printed information about guidelines, application procedures, and promising educational practices.

State publications for fiscal 1981 included the preceding edition of *Title I in Ohio*, and *The Clipboard*, a periodic report about the various programs administered by the Division of Federal Assistance.



Franklin B. Walter
Superintendent of Public Instruction



R. A. Horn, Executive Director, Compensatory and Habilitative Education

Title I in Ohio

Five-Year Financial Summary

Grant Awards

Programs	1977	1978	1979	1980	1981
Basic	$51,107,975	$57,263,893	$71,843,792	$84,609,916	$83,244,360
Migrant	1,489,974	1,494,770	1,488,656	1,712,154	1,712,154
Handicapped	5,560,236	6,175,712	6,788,169	7,331,154	6,993,862
Neglected & delinquent	1,016,371	1,184,262	1,205,061	1,370,301	1,244,522
Totals	**$59,174,556**	**$66,118,637**	**$81,325,678**	**$95,023,525**	**$93,194,898**

Five-Year Human Impact Summary

Number of Students Receiving Extra Instruction

Programs	1977	1978	1979	1980	1981
Basic	125,044	126,216	130,266	146,155	144,629
Migrant	5,791	5,078	3,872	3,203	2,860
Handicapped	7,637	6,883	7,357	6,731	5,885
Neglected & delinquent	1,689	1,396	2,231	1,369	1,340
Totals	**140,161**	**139,573**	**143,726**	**157,458**	**154,714**

PUBLICATION CREDITS

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PHOTOGRAPHY

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